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AUTHOR Turner, Thom
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ABSTRACT

Environmental Readiness Learning (ERL) is the affective curriculum component developed by the Bedford Stuyvesant Street Academy (New York) to improve the behavior, academic achievement, and self-esteem of urban high school students with histories of prior school failure. The program design reflects the school's philosophy that educational success is a cooperative venture involving students, parents, community, teachers, and school staff. Objectives are the following: (1) provide opportunities to express feelings; (2) present nonthreatening examples of successful adult and peer problem solving; (3) foster a positive self-image based on mental and physical control; and (4) enable students to work together and develop a sense of social responsibility. An intensive orientation program, the assignment of students to ongoing peer support groups, and individual and group counseling are fundamental to program success. Innovative techniques drawn from the theatre, psychodrama, role playing, and rap sessions are described. The history of the Street Academy, copies of the Turner Student Aspiration Inventory and Counseling Questionnaire, sample formats for an ERL session, and a plan for staff development are included in four appendices. (FMW)

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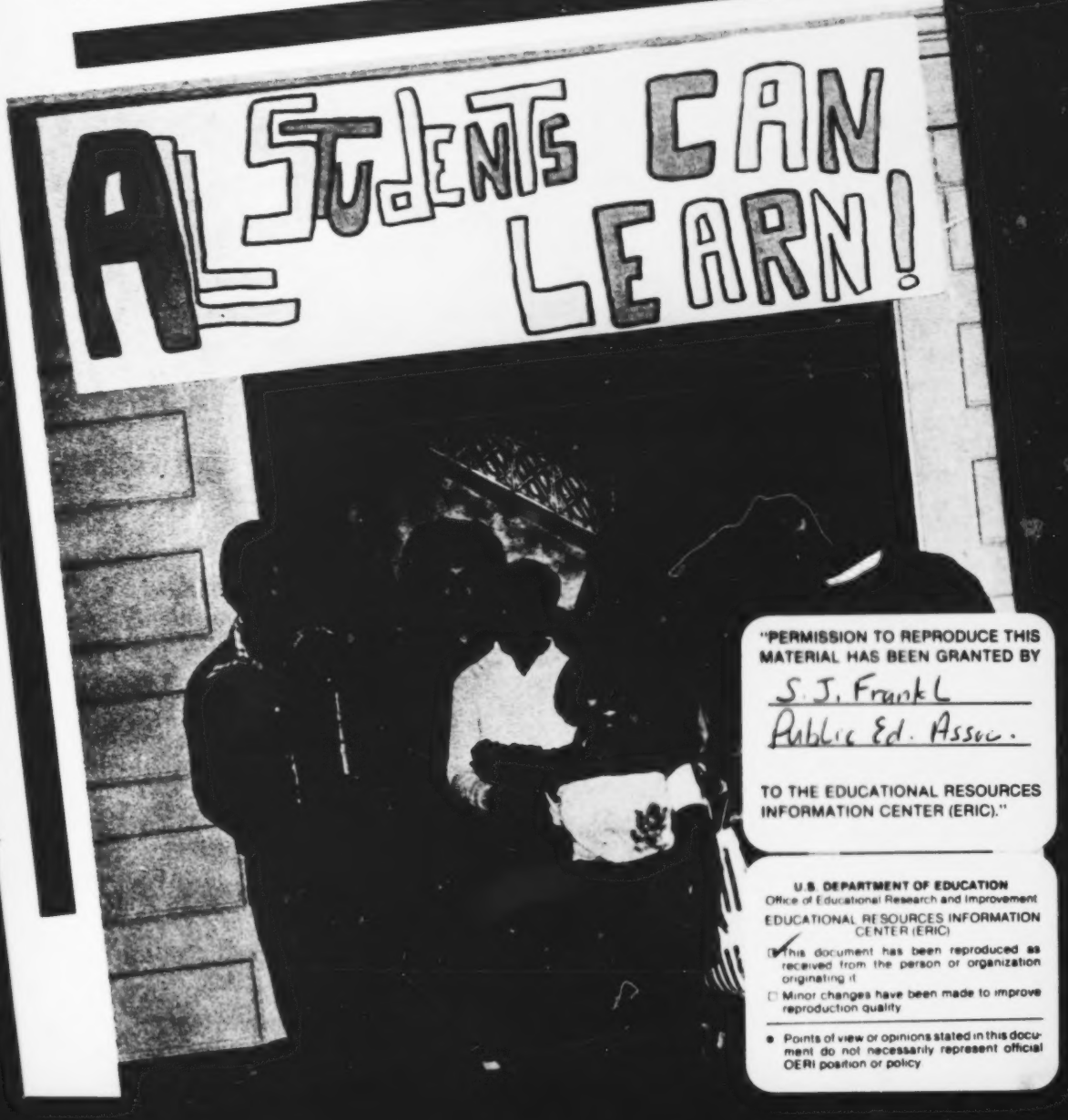
Learning how to learn

An affective curriculum for students at risk of dropping out of school

Developed by Thom Turner



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PUBLIC EDUCATION ASSOCIATION

1985

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INTRODUCTION

The Bedford Stuyvesant Street Academy traces its origin to a small independent school operating out of a storefront and a church in north-central Brooklyn. It was one of fifteen original Street Academies and was administered by the New York Urban League from 1963 until 1976 when an organizational relationship with the Board of Education was established.

This manual provides information on the affective intervention which helped reduce truancy, eliminate disruptiveness, improve classroom attendance and learning and elevate self-expectancy and self-esteem among inner-city high school youth with histories of prior school failure.

The material is both descriptive and prescriptive in the belief that techniques used at the Street Academy can benefit any school. Whether used to set up an alternative school, or to bolster existing programs within a traditional school, the examples and methods in the following pages represent ways of helping troubled and troublesome students to participate constructively in an educational environment.

(See Appendix A for a brief history of the Bedford Stuyvesant Street Academy.)

PHILOSOPHY

The teaching philosophy developed at the Street Academy is both pedagogic and pragmatic, and at its essence is the belief that without the mastery of certain social skills, the mastery of learning skills and subject material is endangered. In developing the Street Academy's affective program (Environmental Readiness Learning), these elements were crucial:

* Understanding of adolescent development.
* The integration of the culture of the youth into the environment of the school.
* The utilization of students' strengths as a basic tenet for motivation and learning.
* The adaptation of behavior modification strategies and learning theory.
* An integral relationship between the affective and cognitive domains.

The key word at the school is success. A positive attitude is of primary importance, and faculty and administrators must be convinced that these students can succeed. Then students are shown that they can be successful -- and successful in different ways: reading a story, completing a math problem, keeping one's temper, expressing an opinion in a discussion, heeding the needs of other students are all marks of success at the Street Academy. Instructors and administrators make an effort to acknowledge and build upon each successful event in a student's day. The intent is to relate success at social interaction to the potential for success at cognitive learning.

The school's philosophy is also characterized by a strong sense of discipline and order. Parental cooperation, enlisted from the beginning, and the uncompromising enforcement of the rules which is combined with a genuine affection and compassion for the students help to engage students in creating an atmosphere of discipline and order.

The Street Academy is cooperatively based. The Street Academy believes in the intrinsic worth of every student, no matter how poor his academic, behavioral or social background. The school takes youth as they are and looks for what they can become. The assumption is that all are capable of learning more, and of interacting more positively with peers and school staff. The understanding is that they will need a lot of friendly and caring support in order to develop the necessary self-discipline and motivation to succeed in learning.

THE STREET ACADEMY: How It Works

There are a number of elements which give the Street Academy a special environment and structure. Individually these elements are effective ways to improve any school climate, and collectively they become a powerful force, creating a dramatically different atmosphere for personal development and learning.

ADMISSION PROCESS: Reflects the School's Goals

As suggested in the brief history of the school (Appendix A), its admissions process and criteria have varied over the years of its existence. Initially, from 1968 to 1975, any high school-aged student wishing to attend the storefront school and abide by its rules and regulations could volunteer for admission. From Fall 1975 until Spring 1980, students from a neighboring regular high school were assigned to the Street Academy because of disruptive and/or truant behavior. Since then, attendance has again become voluntary.

Most important for a school such as the Street Academy is that participation of students be voluntary; otherwise it acquires the reputation of a "dumping ground" for so-called unmanageable, unsuccessful youth. Every program which replicates the Street Academy or some of its features will have to decide on its own criteria for admissions and recruiting depending on its own particular goals.

PRE-ORIENTATION: Getting Off on a Positive Note

When a student reports on the first day of school, he or she receives a letter inviting parents to attend pre-orientation the following night. Students are told that they may not be allowed to return to the Street Academy until a parent or guardian has attended one of the evening pre-

orientation meetings scheduled that week. This is a first step in signaling that the Street Academy expects parents to be involved with the education process.

The pre-orientation meeting is an exciting event. Parents, students, teachers and administrators discuss the mission and goals of the school as well as its rules and policies. The role of each person is clarified, a calendar of critical events is reviewed, and parents are enlisted in the Parents Association.

ORIENTATION: Beginning the Journey to Success

Because most students have been alienated in their previous school experience, an intensive orientation period of 15-30 school days is needed. Students who are "turned off" by school need time to develop trusting relationships and gain a sense of their own responsibility in order to re-enter the academic classroom with a real sense of purpose. We call this "time out to tune in."

The most important event on the first day of orientation is completion of an Aspiration Profile (see Appendix B). This tool is essential to all future counseling sessions (see page 11).

For students, orientation is a time to begin work on improving self-expectancy, communicative styles, cooperative abilities and attitudes toward learning, as well as on accepting responsibility. For teachers it is a time to begin measuring students' self-control, self-esteem and academic competency levels while establishing good relationships with students.

Orientation is a lively period and comparing it to a rodeo bronco-riding competition is not inappropriate. Early on, students fight the

control and challenge the regulations. Many methods are used to capture students' attention and employ their spirit. These are described more specifically in the section on ERL, the Affective Curriculum, but the essential activities of orientation are:

* The deliberate ritualization of expected behavior.
* Personalization: Staff's use of students' given names.
* Open-ended discussion of students' concerns.
* Role played situations involving the students' life styles.
* Establishing parameters of acceptable social behavior.
* Clarifying rules and regulations whenever the need arises.
* Concentration on self-control, especially during stressful situations.
* Involvement of students with making and enforcing rules.
* Ongoing reference to the home, church and neighborhood for standards of conduct.

THE FAMILY GROUP: The Heart of the Matter

On the first day of the first week, students are assigned to a Family Group. This structure is analogous to a homeroom but with exciting features. The 20-25 students in each group and their facilitator learn how to become a "family," thus growing more closely-knit than any traditional homeroom. During these daily meetings, feelings are shared and everyone participates in counseling experiences designed to help students help themselves, rather than forever expecting someone else to do for them. The curriculum used in the daily Family Group meetings is called Environmental Readiness Learning (ERL). The formal lessons of ERL have been structured so as to help students develop self-control,

competence in problem-solving, acceptance of responsibility, the ability to work with others and goal-oriented thinking and behavior.

The Family Group continues to meet one period a day throughout the balance of the academic year. When problem situations arise during a regular academic class, ERL activities are used to resolve the problem quickly before continuing the business of the specific class so that development of academic skills can proceed in an atmosphere conducive to optimum learning.

Family Groups do not compete. Each group has to be accountable for working cooperatively internally and with one another. Thus, special events, trips, social gatherings and other related activities are planned by the Family Groups.

The Family Group is democratic. A student senator is elected from each group. A school president is elected by the student body as a whole. This group meets with the principal twice a month to plan and discuss school matters.

ERL - THE AFFECTIVE CURRICULUM: From the Drama of Life

The objectives of ERL are:

* To give students opportunities to express their feelings, both good and not good.
* To provide students with examples from both adults and peers of solving problems without losing control of self.
* To foster a positive self-image as a person controlled mentally and physically by his/her own intelligence.
* To enable students to work together and develop a sense of social responsibility.

The innovative techniques developed at the Street Academy to accomplish these objectives combine in new ways exercises used in the theatre to foster control of body movements and cooperation on stage, psycho-drama, role playing and "rap sessions." Among these exercises are The Line, The Circle, and Creative Dramatic Reality Practices.

The Circle

The concept of arranging people in a circle to communicate ideas, resolve problems, counsel and develop stronger human relations is certainly not new. Since 1968, The Circle has been used at the Street Academy for orientation of both students and teachers, to increase opportunities for positive interpersonal relations. It is a strategy for improving self-image and abilities to listen, concentrate and problem-solve. In The Circle, the Street Academy's Code of Conduct, the parameters of acceptable behaviors are discussed and become respected by everyone. Students also learn to set goals and concentrate on rewards or outcomes, not obstacles and interferences.

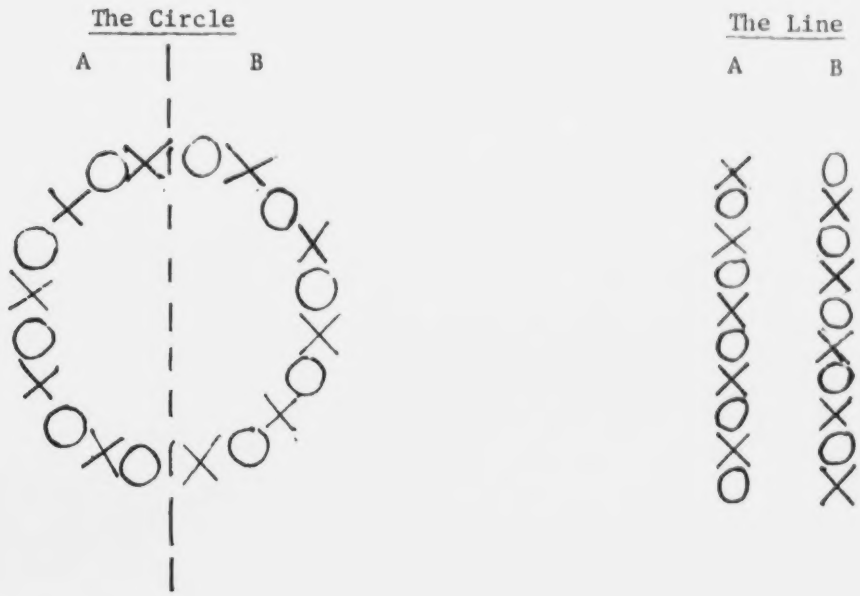
Description of the exercise:

Each morning during the "family meeting," students join hands to form a circle in the room. One student offers a "food for thought," a phrase or saying that everyone may keep in mind during that day. This is followed by a period of silent meditation on the thought. Then "passing the squeeze" begins, that is the student who initiated the thought gently squeezes the hand to the right (or left) and lets it be known with a soft command that this is being done. As each person receives the gentle squeeze, which symbolizes the transference of the positive thought from one to another in the spirit of unity, it is passed on to the next person until it comes full circle to the person who started it.

While different activities may take place during this exercise, The Circle is always opened and closed with the joining of hands and the "passing the squeeze." This is designed to generate feelings of togetherness and responsibility to one another among students who often have never been given a real chance to express tenderness and warmth.

The Line

This ERL exercise serves a number of interrelated purposes. First, it allows the teacher/facilitator both to teach and measure such individual qualities as self-control, listening, concentration/attention-span, capacity/willingness to conform, ability/willingness to follow directions and attitudes and moods. Second, it provides students with simple and then more difficult tasks at which it is virtually impossible for them to fail. And third, it teaches students about their physical and mental capacities and gives them a sense of being able to master their impulses and emotions by fostering self-esteem, self-expectancy and self-confidence. The Line does not directly help students to develop higher reading and math skills. It does provide a vehicle for them to think about why these skills are needed and helps them develop the concentration that is required for academic work.



The students move from The Circle into two lines as shown in the above diagram. This movement from The Circle to The Line illustrates the shift in focus from group interdependency to individual effort and self-reliance.

Description of the exercise:

The students stand in two parallel lines, facing each other. They are then asked by the facilitator to perform some physical manipulations very slowly, almost in slow motion. For example, they may be asked to look into the eyes of their partners (directly opposite) and concentrate on a specific thought. Or, they may be asked to do a Mirror Exercise, in which one person imitates the other (e.g. "raise your right hand over your head"). The facilitator never criticizes a student who is not executing the exercise correctly. If it becomes necessary to correct a behavior, the facilitator will go up to the student on The Line and whisper whatever is needed. Positive, reinforcing comments such as, "You are looking good...keep it up" or "I'm proud of you...you should

see yourself," are called out so that all may hear.

As students gain confidence, the level of concentration required increases and distractions are introduced. For instance, students may be instructed to maintain eye contact with their partners regardless of what happens around them, and then a student is selected to provide distractions without touching, such as loud talk or teasing, to try to make them "break." The facilitator gradually increases the complexity of the activities that are asked of the students in The Line.

Creative Dramatic Reality Practices (CDRP's)

Another dramaturgical component of Environmental Readiness Learning is known as Creative Dramatic Reality Practices. These are "real life" situations, first talked about in The Circle, then role-played. Students practice how to behave or not to behave in various life situations which they have identified as being extremely stressful. These situations are considered stressful because students do not know how to respond or react in a manner to stay out of trouble. For example, during counseling sessions in The Circle it becomes evident that students do not know what to do or say if a police officer accuses them falsely. The most common behavior is "to break" on the cop and create even more serious problems. This situation is then role-played. Sometimes, a police officer from the local precinct can be brought in to help. Another example relates to how a young man talks to a young woman without being unknowingly disrectful or causing hostility: "Yo' baby...can I go home with you...?" is not the right thing to say if you want to really get to know a person.

Students need to learn how to use their developing skills in self-control and problem-solving in real life situations. The CDRPs give them

the opportunity to practice.

See Appendix C for sample Lesson Plans.

INDIVIDUAL AND GROUP COUNSELING

Important components of any affective curriculum are individual and group counseling. Much of the group counseling begins to take place within the ERL activities just described. Students who have experienced school failure and alienation and often come from the least economically advantaged segment of the population are frequently in need of individual counseling. The Turner Aspiration Inventory provides a guide for both assessing the student's self-expectancy and evaluating his/her progress (see Appendix B for Pre-Evaluation and Post-Evaluation forms). The Turner Counseling Questionnaire gives teachers and counselors a guideline for following up the TAI with a positive counseling session.

RELATIONSHIP OF ERL TO ACADEMIC CURRICULUM:Learning to Learn

Following orientation, the basic academic curriculum commences. The teachers continue to assess and strengthen behavioral skills but development of cognitive skills is now stressed. Mastery Learning techniques should be used by teachers whenever possible because the basic "succeed at one step, then move on to the next" premise of Mastery Learning is consonant with the basic approach to personal success of Environmental Readiness Learning.

Frequent assemblies of the entire student body can be used to complement academic activities being pursued in the classroom. They can serve a number of purposes, among them motivation, career awareness, fostering of good citizenship and civic responsibility and encouragement of high standards and principles, both academic and social. The principal and

staff, plus occasional outside speakers, can lead the assemblies. From time to time, a family group can be given the responsibility of planning and implementing an assembly program, an event greeted with enthusiasm by the student body.

THE SCHOOL CLIMATE

> "We try hard to establish an environment where the students feel welcome and can find respect, love, care, understanding, humor, straightforwardness, order, cleanliness, and safety. These qualities help make school a place students and teachers like and want to be...a place where they can work and learn together."
>
> Thom Turner

THE PRINCIPAL's ROLE

A principal, whether of an alternative or traditional school, faces the same responsibilities as educational leader and arbiter between student, staff and public demands and disagreements. Certain characteristics of administrative style are essential to the school's calm and orderly atmosphere. The principal must:

* Be seen by staff and students as accessible to them and helpful on matters concerning instruction, learning and personal subjects.
* Take a fact-finding, problem-solving approach to all issues and questions brought before him/her. Be able to reverse decisions based on new facts without acting indecisive.
* Be effective in the use of small group leadership techniques that draw out and support maximum creative effort from the staff and maintain open communications among all of its members.
* Be willing and able to become directly involved in operational tasks which are usually performed by other staff, such as conduct-

ing advisory group meetings and project seminars, picking up paper in the hall, recruiting and developing resources, counseling students in the hallway or on the staircase, helping students plan and carry out their educational goals, talking with parents in the street, on the way to work, from the car, etc.

* Be able to interact comfortably and effectively with community leaders, including those in business and labor, to obtain their involvement and support.

THE STAFF'S ROLE: The Soul of the Matter

Not everyone is comfortable working in a school which varies, however much or little, from the so-called traditional. If teachers could be hand-picked, one would wish to select those with command of subject matter, classroom leadership/management skills, creative attitudes towards teaching and a deep reservoir of patience and love. At the Street Academy, the most effective teachers have been those sensitive to the problems of "acting out" students, self-controlled and self-confident enough to retain professional reserve "under fire," and able to be spontaneous, relaxed and consistent with adolescents. Most importantly, these teachers were able to work with the support network comprised of the entire staff, including counselors, paraprofessionals, street workers and community volunteers. Paraprofessionals perform a crucial function in every aspect of the Street Academy. Most of them either graduated from the Academy or have been with it since it started. They share experiences which render them particularly empathetic. They perform a host of guidance functions in the school, the community and in the home. They often serve as a liaison between the school, the home and the larger

community. Clerical workers, aides, security guards and volunteers also add to the effectiveness of the school.

Crucial to the success of any school program is the appropriate training of staff. See Appendix D for information on staff development.

COMMUNITY RESOURCES: Community Support

The vast network of parents, churches, business people and interested citizens which surrounds a school is a very important support system for the learning process. When these resources are used, the program has a strength otherwise unavailable.

At the Street Academy, staff linked students to resources such as the service industries (Con Edison, Brooklyn Union Gas, New York Telephone), the Police and Fire Departments, the hospital system, the courts, local small businesses and the Chamber of Commerce. Staff also thought of after-school activities in non-school settings (churches and settlement houses) as resources in that they help students develop their own networks of support.

To develop the community as a resource, the principal of the school or another member of the staff, must go out into the streets of the community introducing him or herself and inviting people to visit and become a part of the school.

APPENDIX A

HISTORY OF THE STREET ACADEMY

AND ITS FUNDING

The Bedford-Stuyvesant Street Academy was first established in 1968 as a private, alternative school under the auspices of the New York Urban League in a storefront and a church. The clients of the original Street Academy were primarily students who had dropped out of formal educational settings. These young people desired to return to school to obtain their diplomas but lacked the confidence and basic skills to complete their education. Students could stay at the Academy until they had mastered high school skills and accumulated the requisite credits for graduation or transfer to other high schools, college or jobs. During this period, the Bedford-Stuyvesant Street Academy was funded mainly by Union Carbide Corporation and had no formal relationship with the New York City Board of Education. Thom Turner became the director of the Street Academy in 1973 and remained in that position for eleven years, when he joined the staff of the Superintendent of Alternative Schools and Programs to assist in the development of affective programs city-wide.

In the fall of 1975, the Street Academy program was transferred to an old Board of Education high school building and an organizational relationship with the Board of Education was established. Public funds paid for the teaching, lunchroom and custodial personnel as well as the space and the utilities. Private funds continued to support the director and two key administrative aides and other administrative expenses.

The program changed at this time from an independent, privately supported alternative school to a one-semester program for students referred by a neighboring high school because of truant and/or disruptive behavior and academic failure. Condensed to its unique features - an affective program of learning readiness, academic remediation and behavioral counseling - the Street Academy's purpose was to prepare students to return

to the regular high school.

In the first three years of the program when a particularly cooperative relationship existed between the Street Academy and the neighboring high school, approximately 1200 students went through the program and were referred back to the high school.

In January 1979, the Public Education Association assumed the role of nonprofit sponsor of the program and decided that an objective evaluation of the effectiveness of the program was essential if it were to be continued and replicated within the school system. This evaluation, supported by private funds raised by PEA, was carried out from the spring of 1979 through the spring of 1981 by Professor Joseph C. Grannis of Teachers College, Columbia University. The findings indicate that students made progress in attendance and number of courses passed while they were in the Street Academy but that they were not able to sustain these gains when they returned to the regular high school. As the Public Education Association anticipated, but was never able to implement, a follow-up support system was needed by the students after their return to the high school to maintain these gains. (Unfortunately, simultaneously with the evaluation, a situation of increasing instability developed in the regular high school punctuated by the withdrawal by the Board of Regents of the school's accreditation; a great reduction in the high school's register of students and a succession of three principals precluded even the effort to introduce such follow-up. While these events were perhaps unique to this particular setting, they serve as examples of the potential threats to the cooperative articulation between a parent school and a special program which is essential to the viability of such a "pull-out/return" program.)

Based on the evaluation findings, the Public Education Association decided in the spring of 1981 to terminate the Street Academy as a one-semester program and to re-establish it as an alternative school within the Board of Education in cooperation with the United Federation of Teachers and the Division of High Schools of the Board of Education. The Street Academy reopened in the fall of 1982 with ninth grade students. In the fall of 1983 there was a new ninth grade class as well as continuing students in the tenth grade. In August, 1984, the Board of Education of the City of New York passed a resolution establishing Street Academy High School as a diploma-granting high school. The first senior class will graduate in June, 1986.

The following corporations, foundations and individuals have given private funds in support of various activities of the Street Academy between 1979 and 1985:

The Vincent Astor Foundation
Mary Reynolds Babcock Foundation, Inc.
Chase Manhattan Bank
Chemical Bank
Citibank
Concord Baptist Church
Edwin Gould Foundation for Children
Foundation for Child Development
Heckscher Foundation for Children
Henry and Louise Loeb
Manufacturers Hanover Trust Company
Mobil Foundation, Inc.
The Mount Lebanon Baptist Church
North Shore Unitarian Veatch Program
Union Carbide Corporation

APPENDIX B

TURNER STUDENT ASPIRATION INVENTORY

TURNER COUNSELING QUESTIONNAIRE

Pre-Evaluation

TURNER STUDENT ASPIRATION INVENTORY

(For Guidance and Counseling)

NAME _____ DATE _____

1. What is it you would like to accomplish six months from now that you haven't accomplished yet?

   (a) At home

   (b) In school

   (c) With your friends

2. What would you have accomplished one year from now that hasn't been accomplished yet?

   (a) At home

   (b) In school

   (c) With your friends

3. What are you doing at this moment to get what you want six months from now?

4. What are you doing at this moment to get what you want one year from now?

5. What do you like about yourself?

6. If you are not pleased with yourself now, how are you improving?

   (a) At home

   (b) In school

   (c) With your friends

Post-Evaluation

TURNER STUDENT ASPIRATION INVENTORY

1. You have been in high school for almost one year. What is (are) the differences between You now and You a year ago?

   (a) At home

   (b) In school

   (c) With your friends

2. What are you doing at this moment to get what you want two/five years from now?

3. You like yourself because:

4. What adjustments must you make to reach your short-term goal (a year from now)?

STUDENT'S NAME_____ CLASS_____

TURNER COUNSELING QUESTIONNAIRE
Session #1

NAME _____

AGE _____ DATE OF BIRTH _____

For the Teacher

Opening statement: You are doing well. You go to classes. You are excited about being in school. We love having you with us. Tell me:

1. How much different from how you behave now did you act when you were in junior high school?

2. Do you think you would be acting like you do now if you had been in another high school?

3. What subject would you like to take all day long?

4. What do you think you want to do with your life?

5. What would you like to have accomplished in your life next year this time?

6. Tell me something about you. (Listen)

7. Do you know what I think you could do with your life - would you like for me to tell you?

(For the teacher: Make positive career suggestions. Note reception of these suggestions by student.)

8. What else do you want to talk about now?

Closing Statement:

We will be talking with each other about once a month like this. If you want to talk more frequently, see first your teacher, then the counselor, then me.

Closing Question:

Did this talk help you?

NOTE:

Responses - Accept all answers to the question. If you think the question has not been understood, rephrase question.

APPENDIX C

SAMPLE FORMAT FOR ENVIRONMENTAL READINESS LEARNING SESSION

SAMPLE CDRPs: The Classroom Scene

The Get Over Rap

SAMPLE FORMAT FOR ERL SESSION

1. Open with The Circle (students standing).

   Food for Thought: A person who controls himself will not be controlled by others.

   (Brief silence, followed by "pass the squeeze;" then students sit down in a circle.)

2. Creative Dramatic Reality Practice: The Classroom Scene (see page C-2).

3. The Line (ask students to move from The Circle into The Line).

   Purpose: To observe the effect, if any, that The Classroom Scene CDRP has had on self-control, listening, and attention to task.

4. Closing Circle.

   Repeat Food for Thought.

   (Brief silence, followed by "pass the squeeze!")

Sample CDRP: The Classroom Scene

We know how frustrating a disruptive classroom can be. We've experienced it. Now we can talk about it! This role played situation enables both students and teacher to talk about "feelings" which promote disruptiveness and discourage learning.

SUBJECT: Everybody is "breaking" in the classroom and the teacher is "bugged out."

CONCERN: No learning, no teaching, no credits, nothing!!!

OBJECTIVE: To develop viable alternatives to a disruptive classroom and a perception of personal advantages for employing these alternatives.

HOW TO BEGIN : (Motivation) Everybody sits in a circle. Facilitator introduces the concern. The fact is - everybody loses when classrooms are disrupted. Facilitator states that together class can learn how to keep order in the classroom and why it will ultimately benefit all.

HOW TO BEGIN : (Involvement) A traditional classroom arrangement is set up - teacher in front, students in rows of seats.
Teacher's Role: To try teaching the lesson
Students' Roles: To talk out loud, argue - disrupt, don't pay attention, fool around, walk around, etc.
(Students role play themselves, teacher and dean)

RULES:
1. No touching - no physical contact whatsoever!!
2. Stop in a "freeze" position.
3. Remember - it's not real, it's fun.

COMMANDS: Freeze - switch up - do the opposite.

REALITY PRACTICES: (the event) Students walk into classroom, take seats and act disorderly. Teacher comes in oblivious to behavior of students, picks up chalk and begins a "math lesson." Facilitator watches action and "freezes" action at spaced intervals of 20-30 seconds or as required in order to keep the situation moving. Facilitator compliments students who respond quickly to "freeze" command. Teacher gets frustrated after three minutes and leaves room to get the Dean. Students are then commanded by facilitator to switch up - that is, go directly to seats and "chill out" before the Dean arrives. Dean arrives to an orderly classroom. Teacher looks surprised. Dean is annoyed for having to come to what appears to be nothing at all unusual. Dean leaves. Facilitator then commands students to switch up - go back to acting out. This entire sequence is repeated three/four times. Facilitator asks students to return to circle for discussion.

DISCUSSION: (Rap Session)

Questions are asked and answered. How much math was learned? Who got paid? Who got "beat"? Discussion is generated from the event using the discretion of the facilitator.

EXPECTED OUTCOME:

1. Students will begin to consider advantages of paying attention.
2. Students will learn how to relate to one another positively to preserve or protect a common good.
3. Teacher will become more sensitive to needs which override those of learning subject matter.

HOMEWORK: (Follow-up)

1. Tell your parents about this activity.
2. Try doing subject homework while watching a preferred t.v. program.
3. Try doing subject homework in solitude and quiet.
4. Be prepared to discuss what you accomplished in each setting.

MATERIALS:

1. Video recorder
2. Tape recorder
3. Related literature for discussion

Sample CDRP: The "Get Over" Rap

How often have teachers seen students doing something wrong yet the student either denies being involved with a long "rap" justifying and/or proving the position - or admits involvement but has a story which makes no sense at all. It's called "getting over" on the teacher if the teacher listens, runs out of time, and sends the student to the next activity or class.

This role-played situation enables facilitator to take a look at skills required to communicate, debate, argue ... skills required by professionals such as salesmen, lawyers, etc. It also provides an opportunity for everyone to discuss morality, ethics, honesty and truth.

SUBJECT: Student has been "busted" but tries to talk his way out of the situation. Teacher is frustrated and ultimately gives up.

CONCERN: Breakdown in communication and trust relationships.

OBJECTIVE: To practice showing how students can use a skill in a positive way instead of a negative way and reap greater dividends as well as gaining the respect of others.

HOW TO BEGIN:
(Motivation) Everybody sits in a circle. Facilitator introduces the concern. The fact is when a person is lying, he/she is not liked. Teacher and student can never develop a good relationship if lying, deceit and dishonesty are occurring. Facilitator states that together class can learn how to trust one another and open up honest lines of communication.

HOW TO BEGIN: (Involvement) Facilitator establishes a situation where a student has been brought before a school official and charged with a violation. Student then begins to try to "get over."

RULES:
1. No touching - no physical contact whatsoever!!
2. Stop in a "freeze" position.
3. Remember - it's not real, it's fun.

REALITY PRACTICE: Student who has been accused of a violation starts to offer excuses and alibis. Teacher listens for a few minutes and then gets frustrated and dismisses the student. Other students sit and evaluate the performance. If the student's "get over" was convincing, then the student gets 10 points. If the student's "get over" was shaky and unconvincing, the student gets no points. This activity goes on for about five minutes.

DISCUSSION: Discussion is generated from the event using the discretion of the facilitator.

APPENDIX D

STAFF DEVELOPMENT

PLAN FOR STAFF DEVELOPMENT

Teacher orientation is important to success in a program like that of the Street Academy which uses alternative techniques to address behavioral and learning difficulties. Intensive orientation prior to the opening of school will include:

(a) The history and goals of the program with emphasis on teaching and counseling implications of the attitude that "every child can learn."

(b) An explanation and demonstration of the Academy's innovative affective curriculum based on dramaturgical exercises such as "The Line," "The Circle," and "Creative Dramatic Reality Practice" which are used extensively during the orientation phase of the program and throughout the year in family group meetings. New teachers will be provided with the opportunity to practice these techniques rather than just observing them being performed by experienced staff.

(c) Explanation and demonstration of techniques for working with truant, disaffected and often disruptive young people to whom school failure has become a consistent pattern and who often represent a different cultural background from their teachers.

(d) Explanation and demonstration of methodology of team teaching as used at the Street Academy program, a practice that will be used to help new teachers, especially with the routines of orientation.

The continuing, in-service staff development program for all teachers and paraprofessionals will consist of further training in the areas cited

above as well as the following subjects:

(a) Diagnostic/prescriptive procedures, especially in the areas of the basic skills of reading, math and writing.

(b) Specific techniques for remediation in the basic skills, especially with a view to the State Regents Competency Tests; methods of formulating objectives and learning activities.

(c) Grouping for the most effective learning and instruction.

(d) Specific techniques of teaching through "Mastery Learning."

(e) Record-keeping and preparation of student profiles.

(f) Use of resource materials.

(g) Methods of working with and enlisting the support of parents as well as specific techniques for home visiting.

(h) Effective use of non-teaching staff (paraprofessionals and neighborhood workers).

(i) Methods for teaching students to study and work independently on weekly assignments.

(j) Methods for working with students with excessive personal problems and/or coordinating efforts with other school personnel (director, guidance counselors, paraprofessionals).